

Partnership management of the vocational school and business / industrial world in achieving graduate quality

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Abstracts. This study aims at describing vocational partnership management with World of Enterprises and Industry in achieving vocational school's graduates including (a) planning, (b) organizing, (c) actuating, (d) controlling and its support and obstacles in Fishery Processing Technology Department of vocational school 1 Sanden Bantul. This study is qualitative research in Fishery Processing Technology Department of vocational school 1 Sanden Bantul as the setting. The data sources in this research are : (1) informants, including the school principal, vice-principal of curriculum, vice-principal of public relation, vice-principal of infrastructure, counseling teacher, the manager of Fishery Processing Technology Department and a student; (2) setting, it includes the place and process of teaching, learning, involving teachers and students; (3) document. The data were gathered with the techniques of 1) interview, 2) analyze document, and 3) observations. The data were, then, analyzed inductively with steps of data reduction, presentation of data and conclusions and also verifying. The data were validated with the techniques of triangulation and review information. The research partnership management of World of Enterprises and Industry with Fishery Processing Technology Department of vocational school 1 Sanden Bantul program is done as well showed that (a) the planning: to decide World of Enterprises and Industry, to make MoU, to do work experience for students, to synchronize the subjects learnt in school with practical work in World of Enterprises and Industry, (b) organizing: to maximize the school resources to reach the goal through school organization, (c) actuating: to prepare source of fund, infrastructure, giving students knowledge and skill to fulfill standard and need of World of Enterprises and Industry, (d) controlling: to monitor and evaluate the partnership program and its supporting factors including human and nonhuman resources. Meanwhile, the obstacles of the program are location, transportation and work experience fund.

Keywords: partnership management, vocational school, industry

Introduction

At this time we feel the impact of the globalization era and the Asean Economic Community (MEA), this certainly results in increasingly fierce and sharp competition for prospective employees, especially graduates of SMK. The Asean Economic Community (MEA) not only opens up trade flows of goods or services, but also the labor market so that many companies will find employees less skilled or even mistaken for work placements due to lack of professional training and education. Vocational education as one part of the national education system plays a very strategic role for the realization of a skilled national labor force.

One of the fundamental changes in Vocational Education is the adoption of Dual System Education (PSG) where the education process takes place in two places, namely in the school and in the world of work. Thus each Vocational School (SMK) is required to establish partnerships with the world of work / industry to jointly organize a vocational education and training program. The partnership between Vocational Schools and the world of work, hereinafter referred to as the Institution of Pairs, is expected not only to take place during vocational practices, but thoroughly from the acceptance of new students to the determination of graduation and marketing graduates.

Collaboration between vocational schools (SMK) and industrial partners has been able to produce the works of students who can boast. This shows the competence or ability of vocational students ready to work in the industrial world [1]. Therefore, cooperation between SMK and industry needs to be improved and strengthened again. Although the students' achievements have been encouraging, the results have not been maximized. At the very least, efforts to strengthen the concept of school collaboration with industry, which was initiated several years ago, have reinforced the importance of cooperation in vocational and industrial sectors.

The quality improvement of vocational graduates who are ready to work is certainly not free from the management of education that is applied in a related vocational school. Some analyzes of management of education are related to programs that ultimately produce quality input of competent graduates. All that is inseparable from the professionalism of various elements in the educational environment, including teachers, staff, and the system that runs in the arena of education. Educational management emphasizes Science and Technology-based learning in managed Vocational Schools [2]. Referring to these objectives, the concentration of Science and Technology based learning will be applied to support and prepare the quality of graduates who are ready to be competent in the world of work. Therefore, managed Vocational Schools will be focused on developing Science and Technology based learning that is ready to be used in the workforce. Of course this is inseparable from the completeness of the infrastructure that was mentioned in the previous discussion. Apart from that, competent educators are also needed. Therefore the school will also cooperate in achieving that, including capturing competent teaching staff, as well as supervising and controlling the process processes that will be carried out in handling Science and Technology-based Teaching and Learning Activities (KBM) mixed or combined with management patterns discussed earlier above [3]. Of course this aims to create output that is competent in Science and Technology, namely graduates who are ready to enter the world of work in the current era of globalization.

Method

This study uses a qualitative descriptive approach in the form of a case study method or approach. As the main instrument in this research is the researcher himself who acts as a key instrument. The researcher collected data by conducting in-depth interviews with the school and observing the school where the research was conducted. In qualitative research, the researcher himself or with the help of others is the main data collection tool. Data collection is not guided by theory but guided by the facts found in the field, the data obtained is definite data meaning that the data occurs as it is [4]. The research data sources included: (1) informants including: Principal, Curriculum Head, Waka Public Relations, Waka Sarpras, BK Coordinator, Chair of Fisheries Product Processing Technology Expertise Competence / TPHPi, and TPHPi students; (2) places and activities; (3) documents or archives concerning internship / internship activities [5]. Data collection techniques through: 1) interviews, 2) observations, and 3) documentation [6]. The data analysis technique uses: a) data reduction, b) data presentation, and c) drawing conclusions and verifying data. Validity of data with techniques: triangulation, auditing and review information.

Results and Discussion

The results of the research that have been carried out through interviews, observation, and documentation study obtained the following data: 1. Describe the management of the partnership between Vocational and Business / Industrial World in the competency expertise of Fisheries and Fisheries Processing Technology / TPHP1 vocational school 1 Sanden Bantul includes :

a. Planning

Planning is a process of rational and systemic activities in determining decisions, activities, or steps that will be carried out later in the framework of efforts to achieve the expected goals [7]. The planning of school partnership management with the Business World / Industrial World (DU / DI) in general has gone well.

The results of interviews of researchers with the principal regarding planning school partnerships with the Business World / Industrial World (DU / DI) as follows:

"School background in planning partnerships with DU / DI is to equalize learning theory in schools with work practices at DU / DI, improve student competence according to DU / DI standard requirements, prepare graduates for DU / DI requirements, absorb graduates at DU / DI, adjusting school competence with DU / DI. For the implementation of apprenticeship, it is estimated that scheduling around March-May is adjusted to the learning agenda in the school ". (The transcript of the interview is attached to Appendix 7 p. 126, October 17, 2016, at Vocational School 1 Sanden).

Similar things were reinforced by the vice principal of the curriculum section by adding:

"The school also entered into an agreement on cooperation (MoU) with DU / DI for cooperation ties between schools and DU / DI aimed at enabling students to be able to apply the skills they possess and be able to absorb the technology that is in DU / DI. Previously, schools also planned to determine DU / DI through collaboration with allied schools, and through graduates who had worked at DU / DI ". (The transcript of the interview is attached to Appendix 8 p.134, October 17, 2016, at Vocational School 1 Sanden).

Still related to school partnership planning with the Business World / Industrial World (DU / DI) the Chair of the Fisheries Product Processing Technology Study Program (TPHPi) added:

"In the process of sharing apprenticeship/internship based on the criteria agreed upon by the school and DU / DI. The division of the number of internship/internship students is attempted to be the same as the capacity needed at DU / DI and carried out by the department ". (The transcript of the interview is attached to Attachment 12 p. 167, October 18, 2016, at Vocational School 1 Sanden).

Based on the results of interviews with school management, it can be concluded that in partnership planning with DU / DI the school has entered into a cooperation agreement (MoU) with the Business World / Industrial World (DU / DI), making an internship / internship program to be implemented in the World of Business / Industrial World (DU / DI), synchronizing learning theory in schools with

work practices in the Business World / Industrial World (DU / DI).

From the results of the data obtained from the Department of Competency of Fisheries Product Processing Technology expertise / TPHPi, schools and DU / DI before planning partnerships to analyze the needs of facilities and infrastructure for apprenticeship / internship, the researchers then observed facilities and infrastructure and other facilities such as laboratories, workshops, practice tools in the school to equalize the data obtained from the TPHPi Study Program (Observation results are attached in Appendix 13-14 p. 175-178, November 22, 2016 at Vocational School 1 Sanden).

The results of the documentation study in the form of a collaborative agreement (MoU) between the school and DU / DI can be concluded that this cooperation agreement was outlined in the form of a school cooperation agreement (Principal) in the form of a textual agreement on cooperation (MoU). In this case, the school (Principal) is called the First Party and the DU / DI (DU / DI Leadership) is called the Second Party. The contents of the MoU were in the form of an agreement to implement industrial work practices and teacher internships, implement skills possessed and be able to absorb existing technology in DU / DI, increase teacher skills and competencies, implement integrated educational activities in schools and the Business World / Industrial World, preparing teaching staff and facilities and infrastructure (Documentation attached to Appendix 25 p. 189-191).

b. Organizing

Partnership management in the competence of Fishery Product Processing Technology (TPHPi) competency 1 Sanden N 1 is done to form the organizational structure by maximizing the resources in the school organization both human resources and other resources to achieve the goals of the school organization [8].

The results of interviewing researchers with the principal are related to the organization of school partnerships with the Business World / Industrial World as follows:

"In organizing partnerships with the Business World / Industrial World the vision, mission and objectives of the school have been

directed at the objectives of implementing the Partnership. The school organizational structure has been formed with partnership management with the Business World / Industrial World under the Public Relations Waka which is known by the Chairman of the BKK assisted by the Head of TPHPi and BP / BK ". (Interview transcript attached to Appendix 7 p. 128, October 17, 2016, at vocational school 1 Sanden).

Regarding the organization above the curriculum waka adds the following:

"The DU / DI party is also included in the school organizational structure to assist schools in terms of curriculum adjustments, training / debriefing of students who will be apprenticeship / internship in DU / DI, graduate recruitment / recruitment, procurement of equipment and materials to practice students" (Interview transcript attached to Attachment 8 p. 136, October 17, 2016 at 1 Vocational School 1 Sanden).

This was also added to the results of interviews of researchers with the Chair of the Fisheries Product Processing Technology Study Program (TPHPi) as follows:

"In organizing partnerships with the Business World / Industrial World in addition to the school's vision and mission there is also a vision, mission and competency goals for Fisheries Products Processing Technology expertise (TPHPi) that are tailored to the situation and conditions of the school and the development of the world of work or education. The organizational structure with the division of tasks in each unit can facilitate the achievement of school goals. "(Interview transcript is attached to Appendix 12 p.168, October 18, 2016, at Vocational School 1 Sanden).

The results of the interview with Waka facilities and infrastructure also confirmed by adding:

"The organizational structure of schools in partnership management with the Business World / Industry, where DU / DI in the school organizational structure is included because so far they have helped schools in terms of curriculum adjustments, training/debriefing of students who will internship/internship at DU / DI, admissions/graduate recruitment, procurement of equipment and materials to

practice students. ". (The transcript of the interview is attached to Appendix 10 p. 152, October 18, 2016, at Vocational School 1 Sanden).

From the results of the interview above it can be concluded that the school has established an organizational structure with the division of tasks based on each work unit. With the division of tasks and authority, it is expected that the vision, mission, and goals of the school will be achieved well, directed at the needs of both parties, both the school and the DU / DI.

While from the documentation study of the competency organizational structure of Fisheries Product Processing Technology expertise (TPHPi), the division of tasks of each work unit has been carried out, it is hoped that coordination between the work units will take place well. Human resources and infrastructure with teachers/teaching staff in more professional motivations who will later be able to support students after graduating from DU / DI. (The documentation is attached to Appendix 16 p. 180, November 22, 2016, at Vocational School 1 Sanden).

c. Actuating

Implementation is the most important management function where more emphasis is on activities that are directly related to people in the organization of educational institutions [7]. Partnership management in the competency of Fishery Product Processing / TPHPi expertise with DU / DI in carrying out organizational goals needs a clear, good, and appropriate planning basis, meaning by the existing situation and conditions. The implementation of partnership management in the Fisheries Product Processing Technology (TPHPi) expertise with DU / DI is running well and maximally.

The results of interviewing researchers with school principals are related to the implementation of school partnerships with the Business World / Industrial World as follows:

"The implementation of school partnerships with the Business World / Industrial World includes the implementation of internships/internship. During this time, students internship/internship at DU / DI for 2-4 months. Before the school invites meetings/parents of students and school boards, related agencies to socialize the implementation

of internships/internship ". (Transcript of the interview is attached to Appendix 7 p. 130, October 17, 2016, at Vocational School 1 Sanden).

This is confirmed by the curriculum by adding:

"The standard for successful partnership implementation is giving certificates to students who have graduated with Graduates Competency Standards (SKL), learning competencies have adjusted to DU / DI requirements, and absorbed students working in DU / DI." (Transcript of the interview is attached to Appendix 8 p. 138, October 17, 2016, at Vocational School 1 Sanden).

Based on the results of interviews of researchers with the Chair of the Fisheries Product Processing Technology Study Program (TPHPi) also added:

"For partnership programs with the Business World / Industry in the competence of Fisheries Products Processing Technology expertise (TPHPi) such as the implementation of apprenticeship/internship, it is enough to be carried out for three months. The implementation of apprenticeship/processing uses DU / DI, which is spread in several regions such as Bantul, Cirebon and even abroad, such as in Japan ". (Transcript of the interview is attached to Appendix 12 p.170, dated October 18, 2016, at Vocational School 1 Sanden).

From the results of interviews with the implementation of school partnership activities with DU / DI, as partners of DU / DI are willing to help facilities and opportunities for students to internship/internship. During the internship/school internship and DU / DI together in an integrated manner to hold an apprenticeship/internship program by carrying out integrated educational activities to produce graduates who have the expertise, professionals with a level of knowledge, skills, work ethic according to job requirements.

From the observations it can be seen that the school has provided facilities and infrastructure that support partnerships with the Business World / Industrial World (DU / DI) such as classrooms, practice rooms or workshops, school libraries, tools and materials for other vocational practices needed in the learning process as a provision for students later in the internship / internship at DU / DI.

(Observation results are attached to Appendix 13-14 p. 175- 178, November 22, 2016, at Vocational School 1 Sanden).

The results of research studies of photographs of facilities and infrastructure, the school has also provided facilities and infrastructure used for learning processes such as school buildings, classrooms for learning, practice rooms, practice tools and library space in Vocational School 1 Sanden (Documentation attached to Appendix 18 - 22 p. 182-186, November 22, 2016, at N 1 Sanden Vocational School).

From the results of other documentation study data obtained from the competency study program of Fisheries Product Processing / TPHPi expertise, you can also see photographs of student activities during the internship/internship program at DU / DI. For the implementation of apprenticeship/internship in the 2015/2016 school year held for 3 (three) months from 1 March - 31 May 2016 with a total of 15 students at DU / IN PT. PAN Putra Samudra (Documentation attached to Appendix 17, p. 181 and attachment 24 p. 188, November 22, 2016, at Vocational School 1 Sanden).

d. Controlling

Supervision is also called control which is the final part of the management function [7]. Partnership management supervision on the competency of Fishery Product Processing Technology (TPHPi) competency vocational school 1 Sanden with DU / DI includes planning, organizing, mobilizing / implementing, and monitoring / controlling itself. Supervision plays a very important role in increasing the work productivity of school organizations so that there is a match between what has been planned and the implementation and the results obtained.

Based on the results of interviews with researchers with school principals related to the supervision of the implementation of school partnerships with the Business World / Industrial World as follows:

"The school oversees apprenticeship/apprenticeship by monitoring and evaluating the implementation from the beginning to the completion of the internship/internship. The school will monitor implementation in the field and evaluate DU / DI, which is good for partnerships. After

completing the apprenticeship/apprenticeship, the teacher appointed by the counselor reports on the implementation of the internship/internship program. "(Transcript of the interview is attached to Appendix 7 p. 131, October 17, 2016, at Vocational School 1 Sanden).

Other things added by the curriculum are related to overseeing school partnerships with DU / DI as follows:

"In addition to schools, the parties participating in supervising partnerships are guardians/parents of students, school boards, and DU / DI itself. "(The transcript of the interview is attached to Appendix 8 p. 139, October 17, 2016, at Vocational School 1 Sanden).

The Chair of the Fisheries Product Processing Technology Study Program (TPHPi) also added related to supervision as follows:

"Through monitoring the implementation of partnerships with DU / DI, we will evaluate which programs have been running well and which we have not been able to implement. Henceforth, we will jointly find a solution to overcome this problem "(Transcript of the interview is attached to Attachment 12 p. 171, October 18, 2016, at Vocational School 1 Sanden).

From the results of interviews conducted, it can be concluded that supervision of apprenticeship/internship is in the form of monitoring and evaluation. With the monitoring and evaluation, it is expected that the implementation will run well and be completed on time. The teacher who is appointed as a supervisor in the field will conduct monitoring to DU / DI to determine the condition and condition of students during the internship/internship. If there is a deviation from the implementation process of apprenticeship the tutor will report to the school to be completed together.

The supervision of school partnerships with DU / DI has been fully directed to avoid the possibility of fraud or deviation from the objectives to be achieved.

Through supervision, it is expected to help implement the policies that have been set to achieve goals that have been well planned. In fact, through supervision an activity is created that is closely related to the determination or

evaluation of the extent to which the work has been carried out. Supervision can also detect the extent to which a leader's policies are carried out and the extent to which deviations occur in the implementation of the work.

Supporting factors and inhibitors of school partnership management with DU / DI at Expertise in Fisheries Product Processing Technology Competence / TPHPi Vocational School 1 Sanden in Bantul.

a. Supporting factors

From the results of interviewing researchers with school principals related to the supporting factors of school partnerships with the Business World / Industrial World as follows:

"For supporting, factors in implementing school partnerships with DU / DI are existing resources in schools such as teachers/employees, school boards, guardians/parents of students, DU / DI themselves. Availability of adequate facilities and infrastructure such as tools and practice materials to support student learning. " (The transcript of the interview is attached to Attachment 7 p.133, October 17, 2016, at Vocational School 1 Sanden).

The results of interviews with the curriculum are related to the supporting factors of school partnerships with DU / DI as follows:

"Supporting factors in the implementation of the Partnership with the Business World / World of Trustees Industry/parents of students, school boards, DU / DI facilities". (The transcript of the interview is attached to Appendix 8 p. 140, October 17, 2016, at Vocational School 1 Sanden).

The results of interviews according to BK that support the management of school partnerships with the Business World / World of Industry are:

"The development of a school partnership program with DU / DI is very encouraging. The guardian's / parents' response strongly supports the implementation of this partnership ". (The transcript of the interview is attached to Appendix 11 p.166, October 18, 2016, at Vocational School 1 Sanden).

The Chair of the Fisheries Product Processing Technology Study Program (TPHPi) also reinforces the following:

"In addition to the school board, the available resources and DU/parents, the students' parents strongly support the existence of this partnership. It can be seen from the response of guardians/parents very positively and readiness of parents/guardians in providing the costs of conducting internships/internship for their children". (The transcript of the interview is attached to Attachment 12 p 172, dated October 18, 2016, at Vocational High School 1 Sanden).

The results of interviews conducted with one student said about the supporting factors in carrying out an internship/internship at DU / DI as follows:

"Supporting factors in the implementation of the Partnership with the Business World / World of Trustees / parents of students by providing costs during internship, schools that have prepared facilities and infrastructure that support learning at DU / DI, DU / DI itself by providing existing places and facilities in DU / DI to food allowance for students ". (The transcript of the interview is attached to Attachment 13 p. 179, October 19, 2016, at Vocational School 1 Sanden).

Based on the interview results above, it can be concluded that the guardians/parents of students from the beginning have responded well to the partnership undertaken by the school with DU / DI. Business / Industrial World (DU / DI) also helps in mentoring during internships/practices, financial assistance, and others.

Based on observations made, the school has provided facilities and infrastructure that support partnerships with the Business World / Industrial World (DU / DI) such as: classrooms, practice rooms or workshops, school libraries, tools and materials for other vocational practices for internships / internship at DU / DI (Observation results are attached to Annex 13-14 p. 175- 178, November 22, 2016 at Vocational School 1 Sanden).

From the results of the documentation study, data obtained from the Competency Study Program's competency expertise in TPHPi can be seen photos of facilities and infrastructure in DU / DI such as practice rooms, practice tools and quality analysis rooms that also support the learning process. students at DU / DI (Documentation attached to Appendix 24 p. 188, November 22, 2016, at Vocational School 1 Sanden).

2. Obstacle factor

Based on the results of interviews with principal researchers related to the inhibiting factors of school partnerships with the Business World / Industrial World as follows:

"For the inhibiting factor in the implementation of this partnership is difficult transportation to the DU / DI location, the location is quite far, the funds are lacking, difficult communication and licensing letters". (The transcript of the interview is attached to Appendix 7 p. 133, October 17, 2016, at Vocational School 1 Sanden).

The Chair of the Fisheries Product Processing Technology Study Program (TPHPi) added related:

"Some students are still unprepared to carry out internships/internship both from mastering the theory and skills that will be applied in DU / DI so that in the implementation it becomes a problem both for the school and the DU / DI itself". (The transcript of the interview is attached to Attachment 12 p. 172, dated October 18, 2016, at Vocational School 1 Sanden).

The results of the interview which was also conducted with one of the students said that the inhibiting factors in conducting an internship/internship at DU / DI were as follows:

"The location of internship/internship is far from the city because there is a special process of fisheries and marine commodities, transportation that is difficult and substandard, and costs during internship/internship at DU / DI. The school's solution is to communicate and socialize.

Conclusion

Based on the results of research and discussion on the management of the Business / Industrial World partnership (DU / DI) with the competency of Fisheries Product Processing Technology / TPHPi expertise which includes: planning, organizing, implementing/mobilizing and monitoring has been going well and providing excellent results.

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